

Grade

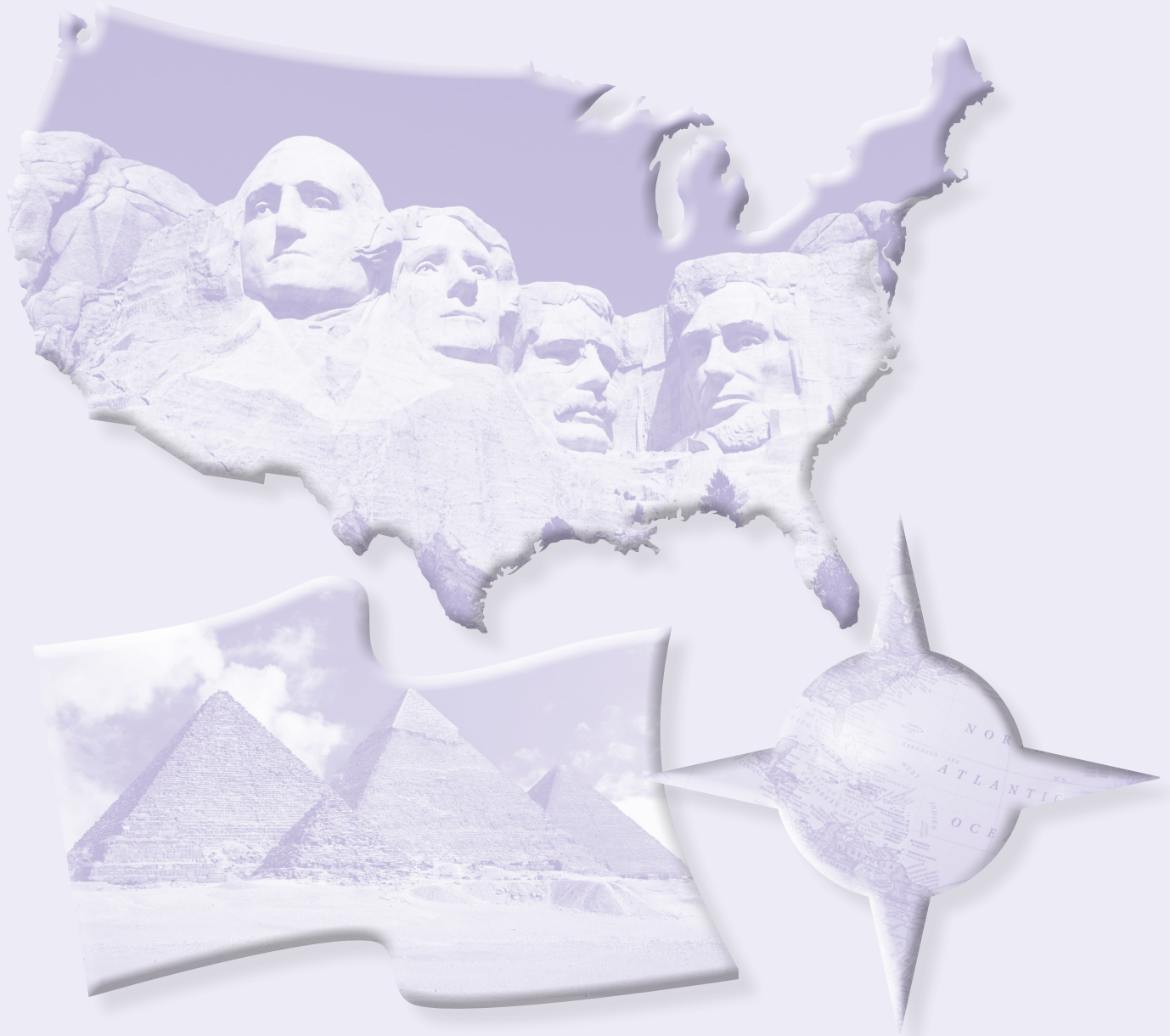
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meapTM
Michigan Educational Assessment Program

Item Descriptors

6th

9th



SOCIAL STUDIES

FALL 2012

**MICHIGAN STATE BOARD OF EDUCATION
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NOTE: For each item listed throughout this booklet, the first statement is the Michigan Grade Level Content Expectation (GLCE) and the second statement is the descriptor for the item's stem or question.

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Students were instructed to read the directions below silently as the test administrator read them aloud.

PART 1

DIRECTIONS:

In this part, you will answer multiple-choice social studies questions. Some questions will ask you to read a passage, map, or other social studies-related information. Use that information with what you know to answer the question.

You must mark all of your answers in Part 1 of your **Answer Document** with a No. 2 pencil. You may underline, circle, or write in this test booklet to help you, but nothing marked in this test booklet will be scored. No additional paper may be used.

Mark only one answer for each question. Completely fill in the corresponding circle on your **Answer Document**. If you erase an answer, be sure to erase completely. Remember that if you skip a question in the test booklet, you need to skip the answer space for that question on the **Answer Document**. If you are not sure of an answer, mark your **best** choice.

A sample question is provided for you below.

Sample Multiple-Choice Question:

Which economic activity is **most** important in Florida today?

- A logging
- B trapping
- C growing potatoes and apples
- D growing grapefruits and oranges

For this sample question, the correct answer is **D**. Circle **D** is filled in for the sample question on your **Answer Document**.

Once you have reached the word **STOP** in your test booklet, do **NOT** go on to the next page. If you finish early, you may go back and check your work in Part 1 of the test **ONLY**. Check to make sure that you have answered every question. Do **NOT** look at any other part of the test.

NOTE: The directions for Part 2 are the same as the above instructions.

- 1 3H3.0.05:** Use text: how Amer. Indians adapted to environment

Recognize how individuals have adapted to Michigan's natural environment.

- A** describes adaptation of natural environment in the American Southwest
- B** correct, identifies how individuals have adapted to Michigan's natural environment
- C** describes how individuals adapted to the environment of the American Pacific Northwest
- D** describes how individuals in the American Plains region adapted to the environment

- 2 3H3.0.06:** Describe interactions: Amer. Indians and Europeans

Explain the relationship between French settlers and American Indians.

- A** correct, explains basis of French and American Indian relationship
- B** does not explain basis of French and American Indian relationship
- C** does not explain basis of French and American Indian relationship
- D** does not explain basis of French and American Indian relationship

- 3 3H3.0.06:** Describe interactions: Amer. Indians and Europeans

Identify American Indian influence on Michigan history.

- A** did not influence Michigan history
- B** correct, identifies American Indian influence on Michigan history
- C** did not influence Michigan history
- D** did not influence Michigan history

- 4 3H3.0.10:** Create a timeline to sequence early Michigan history

Use a timeline to correctly sequence events in early Michigan history.

- A** does not correctly sequence events
- B** correct, sequences events in early Michigan history
- C** does not correctly sequence events
- D** does not correctly sequence events

- 5 3H3.0.05:** Use text: how Amer. Indians adapted to environment

Given a diagram of American Indian and early European activities in the New World, identify a shared activity.

- A** identifies a European activity
- B** correct, identifies a shared activity
- C** identifies a European activity
- D** identifies an American Indian activity

- 6 4H3.0.01:** Use historical inquiry:
Michigan economic activity

Explain changes in Michigan employment opportunities.

- A** does not explain change in employment opportunities
- B** does not explain change in employment opportunities
- C** does not explain change in employment opportunities
- D** correct, explains change in employment opportunities

- 7 4C1.0.01:** Identify questions political scientists ask about US

Identify an event in the United States that has the greatest effect on other countries.

- A** would effect government on the state level
- B** correct, identifies an event that would effect other countries
- C** would effect government on the state level
- D** would effect government on the local level

- 8 4C2.0.02:** Identify contexts when specific rights are involved

Identify example of the use of power without authority.

- A** identifies a voting procedure
- B** correct, identifies a violation of individual rights
- C** identifies an action in the political process
- D** identifies a local government activity

- 9 3C3.0.01:** Distinguish roles of state and local government

Identify a local government role.

- A** correct, identifies a role of the local government
- B** identifies a role of the state government
- C** identifies a role of the federal government
- D** identifies a role of the federal government

- 10 3C3.0.01:** Distinguish roles of state and local government

Identify source of funding for local government.

- A** not a source of local government funding
- B** not a source of local government funding
- C** correct, identifies a major source of local government funding
- D** not a source of local government funding

- 11 4C3.0.02:** Give examples of federal and state powers

Identify the level of government responsible for given roles.

- A** identifies an alternate level of government
- B** correct, identifies level of government responsible for given roles
- C** identifies an alternate level of government
- D** identifies an alternate level of government

- 12 4C3.0.04:** Describe the three branches of US federal government

Identify a power of the judicial branch of the federal government.

- A** correct, identifies a power of the judicial branch of government
- B** identifies a power of the state government
- C** identifies a power of the local government
- D** identifies a power of the executive branch

- 13 4C3.0.05:** Give examples: checks/balances limits federal powers

Explain the importance of the system of checks and balances.

- A** correct, explains impact on government
- B** not addressed by checks and balances
- C** not addressed by checks and balances
- D** not addressed by checks and balances

- 14 3C5.0.01:** Identify rights and responsibilities of citizenship

Recognize a civic voting responsibility.

- A** identifies a law enforcement responsibility
- B** identifies a personal decision
- C** identifies a judicial responsibility
- D** correct, identifies a civic voting responsibility

- 15 3C5.0.01:** Identify rights and responsibilities of citizenship

Identify a responsibility associated with the right to free speech.

- A** identifies a political decision
- B** identifies a political decision
- C** correct, identifies a responsibility associated with the right to free speech
- D** identifies a social skill

- 16 4C5.0.02:** Describe rights/ responsibilities of citizenship

Identify a responsibility associated with the right to vote.

- A** not associated with the right to vote
- B** not associated with the right to vote
- C** not associated with the right to vote
- D** correct, identifies responsibility associated with the right to vote

- 17 3E1.0.03:** Analyze how Mi. location affects econ. development

Identify industry in the Upper Peninsula.

- A** identifies an alternate industry
- B** correct, identifies an Upper Peninsula industry
- C** identifies an alternate industry
- D** identifies an alternate industry

- 18 3E1.0.04:** Describe how entrepreneurs produce goods/services

Given information, identify a type of economic resource.

- A** identifies an alternate economic resource
- B** identifies an alternate economic resource
- C** identifies an alternate economic resource
- D** correct, identifies economic resource described by information

- 19 4E1.0.03:** Describe how incentives affect a market economy

Explain the relationship between cost and price.

- A** does not explain the relationship
- B** does not explain the relationship
- C** correct, explains the relationship between cost and price
- D** does not explain the relationship

- 20 3E1.0.03:** Analyze how Mi. location affects econ. development

Explain how Michigan natural resources influence economic development.

- A** correct, explains how Michigan natural resources influence economic development
- B** does not explain how Michigan natural resources influence economic development
- C** does not explain how Michigan natural resources influence economic development
- D** does not explain how Michigan natural resources influence economic development

- 21 3E1.0.03:** Analyze how Mi. location affects econ. development

Explain how natural resources give Michigan producers an economic advantage.

- A** does not explain the advantage of Michigan natural resources
- B** does not explain the advantage of Michigan natural resources
- C** does not explain the advantage of Michigan natural resources
- D** correct, explains the advantage of Michigan natural resources

- 22 4E1.0.04:** Explain how price affects decisions about purchasing

Identify a likely outcome when the price of a good increases.

- A** would likely have the opposite outcome
- B** would likely have the opposite outcome
- C** would likely have the opposite outcome
- D** correct, identifies the likely outcome of a price increase

- 23 3E2.0.01:** How specialization affects interdependence in Mi.

Identify economic practice in a global economy.

- A** identifies alternate economic practice
- B** identifies alternate economic practice
- C** correct, identifies described economic practice
- D** identifies alternate economic practice

- 24 5P3.1.02:** Analyze current public issue related to Constitution

Identify core democratic values addressed in a given scenario.

- A** identifies alternate core democratic values
- B** identifies alternate core democratic values
- C** correct, identifies core democratic values addressed in scenario
- D** identifies alternate core democratic values

- 25 5P3.1.03:** How values affect differences: constitutional issues

Given a middle-school scenario, identify the statement that expresses the core democratic value of Justice in this situation.

- A** does not identify justice in the given scenario
- B** correct, identifies justice in the given scenario
- C** does not identify justice in the given scenario
- D** does not identify justice in the given scenario

- 26 5U1.1.01:** Use maps to locate peoples in various US regions

Given a map of the United States with four numbered areas, identify the area where American Indians used a particular agricultural technique due to the climate.

- A** does not identify area
- B** correct, identifies area where agricultural techniques were influenced by climate
- C** does not identify area
- D** does not identify area

- 27 5U1.2.02:** Use case studies: compare goals of European explorers

Given information, identify a shared motivation for the founding of American colonies.

- A** correct, identifies motivation presented by given information
- B** motivation not presented by given information
- C** motivation not presented by given information
- D** motivation not presented by given information

- 28 5U1.3.01:** Use maps to locate the major regions of Africa

Given information of human and physical characteristics of a region, identify the associated, numbered region on a map.

- A** identifies an alternate region
- B** correct, identifies the associated region on a map
- C** identifies an alternate region
- D** identifies an alternate region

- 29 5U1.4.02:** Compare European/Am. Indian in w.hemisphere post 1492

Using a primary source, identify an American Indian belief about property ownership.

- A** does not identify belief about property ownership
- B** does not identify belief about property ownership
- C** does not identify belief about property ownership
- D** correct, identifies belief about property ownership

- 30 5U1.4.04:** Compare Columbian Exchange for Eur/AmIndians/African

Identify an effect of the Columbian Exchange on both Europeans and Africans.

- A** does not identify an effect of the Columbian Exchange
- B** does not identify an effect of the Columbian Exchange
- C** correct, identifies an effect of the Columbian Exchange
- D** does not identify an effect of the Columbian Exchange

- 31 5U2.1.01:** Describe developments in the Southern colonies

Identify the chronology of the development of the Southern colonies.

- A** event not in chronological order
- B** event not in chronological order
- C** correct, identifies event in chronological order of Southern colonial development
- D** event not in chronological order

- 32 5U2.3.02:** Describe daily life of NE/Middle/Southern colonists

Identify what action a community in colonial New England would most likely take to meet local needs.

- A** correct, identifies a likely community action
- B** does not identify a likely community action
- C** does not identify a likely community action
- D** does not identify a likely community action

- 33 5U3.1.05:** How Declaration/Independence explained need to separate

Recognize the significance of the Declaration of Independence.

- A** correct, states reasons for separation from Great Britain
- B** does not state significance of the Declaration of Independence
- C** does not state significance of the Declaration of Independence
- D** does not state significance of the Declaration of Independence

- 34 5U3.1.05:** How Declaration/Independence explained need to separate

Identify the purpose of the Declaration of Independence.

- A** does not identify the purpose
- B** does not identify the purpose
- C** does not identify the purpose
- D** correct, identifies the purpose of the Declaration of Independence

- 35 5U3.1.05:** How Declaration/Independence explained need to separate

Identify ideas promoted by the Declaration of Independence.

- A** does not identify idea promoted in the Declaration of Independence
- B** correct, identifies idea promoted in the Declaration of Independence
- C** does not identify idea promoted in the Declaration of Independence
- D** does not identify idea promoted in the Declaration of Independence

- 36 5U3.1.03:** Explain British/colonial views on authority differed

Given information, identify an individual most likely to agree with the view presented.

- A** correct, identifies the individual most likely to agree with view presented
- B** does not identify the individual most likely to agree with view presented
- C** does not identify the individual most likely to agree with view presented
- D** does not identify the individual most likely to agree with view presented

- 37 5U3.3.05:** Why Framers wanted to limit the power of government

Explain why the United States has a limited government.

- A** correct, explains the importance of individual rights
- B** does not explain purpose of a limited government
- C** does not explain purpose of a limited government
- D** does not explain purpose of a limited government

- 38 5U3.3.08:** Describe rights found in 1st/2nd/3rd/4th Amendments

Identify ways in which citizens practice their individual rights to create change.

- A** not likely to create change
- B** not likely to create change
- C** correct, identifies a way through the political process
- D** not likely to create change

- 39 3G5.0.02:** Describe uses of Michigan natural resources

Identify a renewable Michigan resource.

- A** not a renewable resource
- B** not a renewable resource
- C** not a renewable resource
- D** correct, identifies a renewable resource

- 40 4G5.0.01:** Assess effects of human activity on US environment

Describe the impact of human activity on the natural environment.

- A** correct, describes the impact of agriculture
- B** does not describe the environmental impact of human activity
- C** does not describe the environmental impact of human activity
- D** does not describe the environmental impact of human activity

- 41 4G1.0.05:** Use maps: describe US elevation, climate, population

Associate climate characteristics to a specific region.

- A** correct, identifies climate characteristics of the region
- B** climate characteristics of alternate region
- C** climate characteristics of alternate region
- D** climate characteristics of alternate region

- 42 4G1.0.05:** Use maps: describe US elevation, climate, population

Given a map of the United States with a highlighted region and population density data, identify the region with the highest population density.

- A** does not identify region with highest population density
- B** correct, identifies region with highest population density
- C** does not identify region with highest population density
- D** does not identify region with highest population density

- 43 4G2.0.01:** Describe ways US can be divided into regions

Given a map of the United States with one region highlighted, identify the correct name of the highlighted region.

- A** does not identify highlighted region
- B** correct, identifies highlighted region of the United States
- C** does not identify highlighted region
- D** does not identify highlighted region

- 44 4G2.0.02:** Compare Michigan region to another US region

Identify a geographic feature shared by the Midwest and the Northeast regions of the United States.

- A** correct, identifies a geographic feature shared by the Midwest and Northeast regions of the United States
- B** describes a feature of the Midwest
- C** describes a feature of the Northeast
- D** does not identify a feature of the Midwest or Northeast regions

- 45 3G4.0.02:** Describe diverse groups that have come into Michigan

Explain why diverse groups migrated to Michigan during the early 20th century.

- A** correct, explains economic reason diverse groups migrated to Michigan
- B** does not explain reason diverse groups migrated to Michigan
- C** does not explain reason diverse groups migrated to Michigan
- D** does not explain reason diverse groups migrated to Michigan

6th

9th



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